A Quality Learning Agenda

A Cornerstone of Greater Opportunity: New Brunswick's Prosperity Plan

2002 – 2012

POLICY STATEMENT ON K – 12:

Quality Schools, High Results

New Nouveau Brunswick
CANADA

103-05212/

A QUALITY LEARNING AGENDA

A CORNERSTONE OF GREATER OPPORTUNITY:

NEW BRUNSWICK'S PROSPERITY PLAN

2002 - 2012

POLICY STATEMENT ON K - 12
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PREMIER'S MESSAGE

This *Quality Learning Agenda* is a cornerstone of our strategic, ten-year economic growth agenda called *Greater Opportunity: New Brunswick's Prosperity Plan*, which states:

> "New Brunswick will have a quality education system that fosters a culture of lifelong learning for citizens from the earliest moment, aspires to excellence and achievement at all times, and ensures graduates have the knowledge and are well prepared to successfully participate in today's knowledge-based economy."
>
> (*Greater Opportunity: New Brunswick's Prosperity Plan*, pg. 20)

It is our government's strategic goal to build a quality education and training system over the next ten years – a system that will be recognized as one of the top three in the country. I firmly believe that this long-term investment in people will pay significant dividends for our future together.

To create greater opportunity for all New Brunswickers, we must above all invest in people and focus on quality learning. We need, collectively, to value learning as our greatest source of potential, not just during the early stages of our lives, but throughout our lives.

A quality education is each person's passport to prosperity. For New Brunswick as a whole to prosper, we must grow our workforce of well-educated and highly skilled individuals. If we do so, we will be even better placed to continue building new job opportunities for all New Brunswickers and to improve our quality of life.

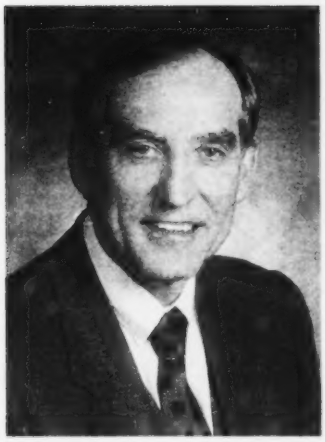
By focusing on learning, we are investing in our children's future. Our greatest hope and most important obligation is that our children succeed and find the opportunities they seek right here in New Brunswick. The *Quality Learning Agenda* will help give them that greater opportunity.

Bernard Lord

Bernard Lord
Premier

April 2003

Minister's Message



Quality Schools, High Results is our long-term, strategic plan under the *Quality Learning Agenda* for improving the educational achievement of students graduating from New Brunswick's kindergarten to Grade 12 public education system. It is a key stepping stone to creating a culture of innovation and lifelong learning.

We know New Brunswick's future prosperity is dependent on how well we prepare our children for the future.

- *Quality Schools, High Results* will lead to a world-class public education system that aspires to excellence and achievement at all times.

We know that in less than five years, almost all new jobs created worldwide will require two or more years of post-secondary education or training.

- *Quality Schools, High Results* is our comprehensive approach to ensure our students are prepared to succeed with the quality education they need.

What happens in our public schools matters to our society, and will ultimately impact every individual.

- *Quality Schools, High Results* is about strong public schools and what we can do to ensure the success of the young learners served by them.

Quality Schools, High Results will place New Brunswick's school system among the top three in Canada. That is our goal; that is our commitment.

Dennis Furlong

Dennis J. Furlong, MD
Minister of Education

April 2003

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Vision for the Quality Learning Agenda

"A culture of excellence and high achievement exemplified by innovation and lifelong learning."

Planning for high results...

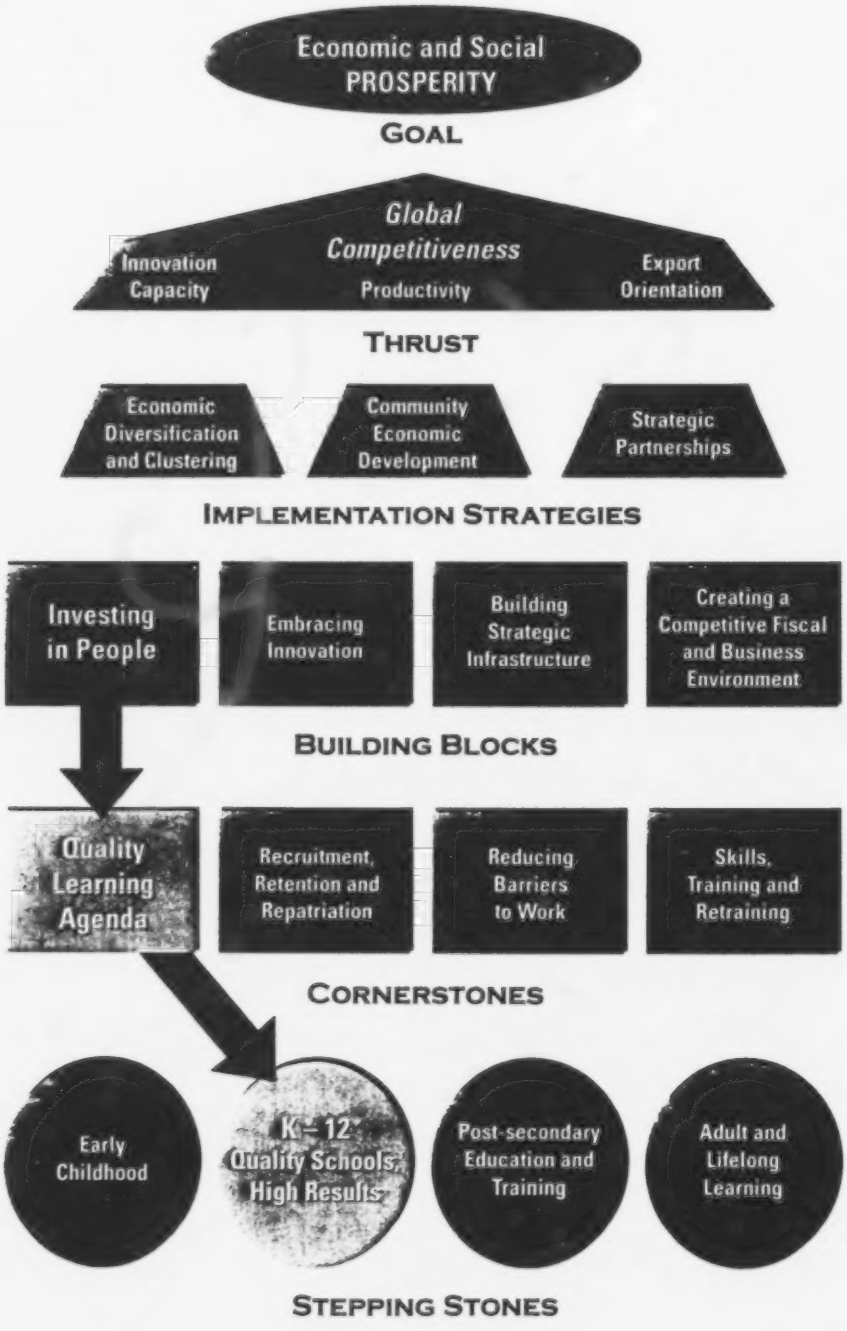
The *Quality Learning Agenda* framework consists of four related policy statements, or "stepping stones", which encompass the full continuum of learning from early childhood through to adult learning. *Quality Schools, High Results* is the kindergarten to Grade 12 (K – 12) stepping stone of the *Quality Learning Agenda*.

- Early Childhood Development
- Kindergarten to Grade 12 *(Quality Schools, High Results)*
- Post-Secondary Education and Training
- Adult and Lifelong Learning

Together, these four stepping stones will lead us to realize the complete vision of the *Quality Learning Agenda*.

THE STRATEGIC FRAMEWORK

Greater Opportunity:
New Brunswick's Prosperity Plan



THE STRATEGIC FRAMEWORK

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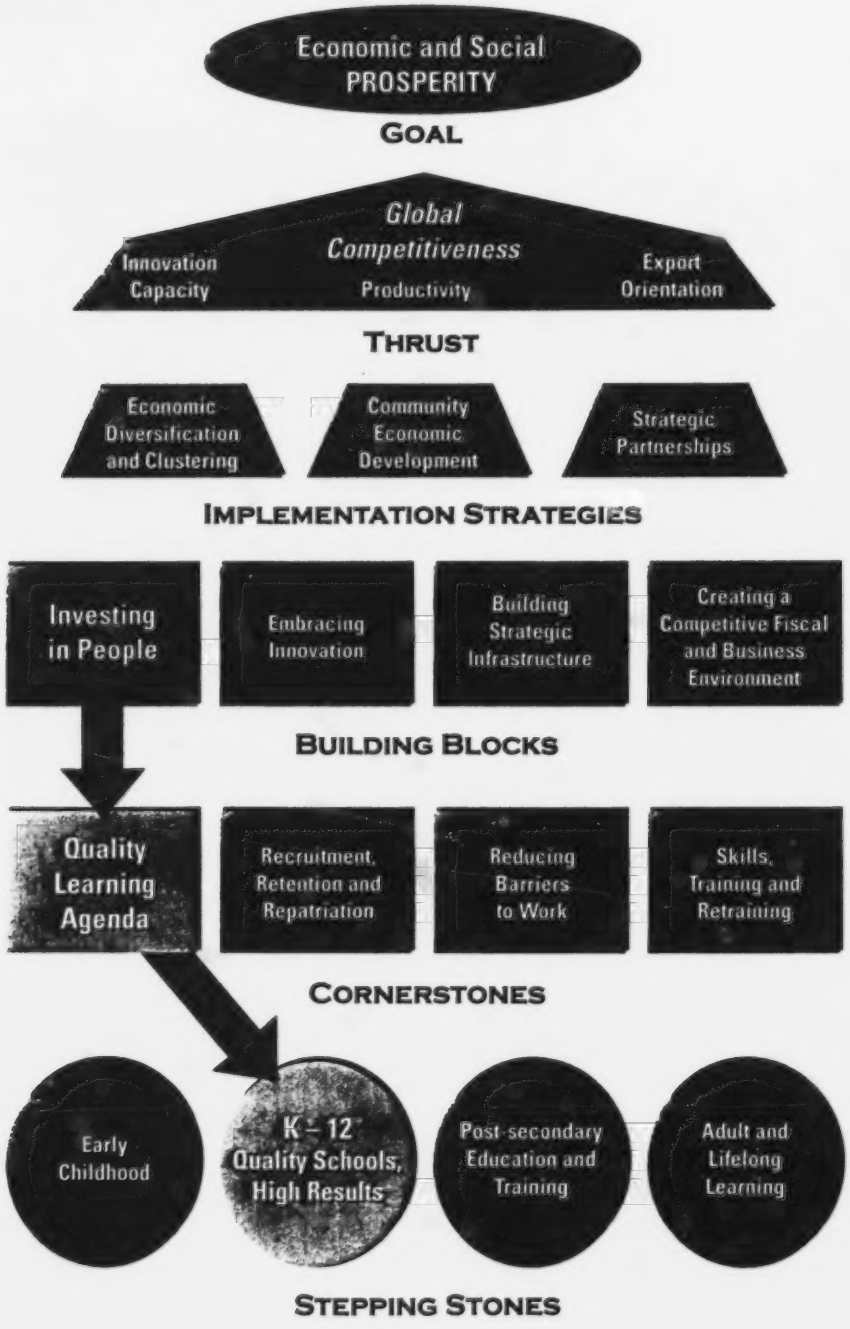

The *Quality Learning Agenda* is based on the following beliefs and values:

BELIEFS

- Children are owed the best possible start for learning.
- Parents are their children's first teachers and the sustaining force underlying their children's educational success throughout their school years.
- Given appropriate opportunities and high expectations, all individuals can learn and are responsible for their continued learning, in accordance with their stage of development.
- Our ability to create a culture of excellence and high achievement, exemplified by innovation and lifelong learning, is critical to New Brunswick's long-term success.
- A quality education that develops the whole person is central to good citizenship and a strong society.
- The education system must be dedicated to high achievement, innovative in approach and accountable to all partners.

VALUES

Opportunity

Each learner must be given the opportunity to achieve and excel to the best of his or her ability at all times.

Quality

Excellence, achievement and innovation, aimed at ensuring quality learning outcomes, benefit New Brunswick as a whole and are the focus of a high achieving public education system.

Duality

The public education system of New Brunswick, organized on the basis of linguistic duality, reflects the Province's respect for the preservation and promotion of the distinct language and culture of each of its two official linguistic communities.

Community

Rich in culture and heritage, our communities play a critical role in responding to local needs; shaping the character and priorities of their educational institutions, and creating a supportive local environment for students, parents, schools and educators.

Accountability

New Brunswickers have the right to be informed about how well we are doing relative to our learning goals and standards, and to expect that decisions about future directions will be based on sound information and evidence.

Equity

Funds allocated to public education and skills development will be distributed equitably to ensure maximum educational benefit for all New Brunswickers.

Responsibility

Learners must take their school and educational obligations seriously, and parents must instill within their children the value and love of learning necessary to achieve.

Partners in Education and Learning

Our success in creating a culture of learning in New Brunswick depends entirely on the commitment and cooperation of all partners in education. While the provincial government is charged with focusing and mobilizing resources to realize our educational vision, the goals can be achieved only if each partner shares the vision, contributes fully to the process and believes in the unbounded capacity of New Brunswickers to learn and prosper.

Parental involvement is considered to be one of the most important success factors for learning. Parents are best placed to instill in their children a love of learning and a thirst for knowledge by modeling learning behaviour, expressing interest in and support for their children's education and providing learning opportunities at home. Parental involvement takes the form of individual parents supporting their children, and parents willing to take active roles in the success of their children's schools, as members of Parent School Support Committees, and in other capacities.

Students themselves will always have the most impact on their own learning successes. To be successful, students must participate, as fully as possible, in the learning opportunities available to them and accept increasing responsibility for their own learning as they grow and mature.

Excellent teachers in strong schools are the backbone of quality learning. They help each student reach desired learning outcomes by identifying and implementing appropriate learning and assessment strategies, developing critical thinking abilities, and shaping students' personal growth. School principals play an especially important role in the development of strong, successful schools, by maintaining safe, positive and effective environments in which teachers and students are motivated to perform at their best.

Local communities bring support and resources to quality education. As locally elected representatives of the community, the District Education Councils (DECs), together with district and school staff, bring education to life for K to 12 students. Each DEC sets the policy framework within which the superintendent administers and operates the school district. By reflecting local needs and desires in the pursuit of high standards, the DECs are full and essential partners in achieving *Quality Schools, High Results.*

The main roles and responsibilities of the key partners are summarized on the following page. While sharing common objectives, each brings a different perspective to the pursuit of quality learning. By understanding each partner's role we can draw upon our respective strengths to move towards our shared vision for education in New Brunswick and to achieving... *Quality Schools, High Results.*

PARTNERS IN EDUCATION AND LEARNING

Learners must:

- pursue, with effort and enthusiasm, every opportunity to learn
- understand the connection between education and their own prosperity, and set high achievement goals for themselves
- accept increasing responsibility, as they mature, for their own learning, choices and behaviour

Parents must:

- ensure that the fundamental needs of their children are met so they can learn
- read to, talk to and teach their children from the time they are born
- recognize and instill in their children the value and love of learning, and have high expectations for their educational achievement, from pre-school through post-secondary education
- support their school's educational efforts on behalf of their children

Educators must:

- set high expectations for themselves, their schools and each student's achievement
- teach the prescribed program of studies, and identify and implement learning and evaluation strategies to help each student acquire desired learning outcomes
- take an active role in maintaining their professional competence
- maintain safe, positive and effective learning environments in which everyone is motivated to perform at their best

DECs and school districts must:

- provide parents and communities with a voice in education decision-making
- establish local policy and administrative direction, and ensure local accountability, including school improvement planning

Communities must:

- provide learning opportunities locally, where people can access them easily
- contribute time and resources to support dynamic and effective learning activities involving schools

Post-secondary institutions must:

- increase post-secondary education and training opportunities by minimizing barriers to participation and supporting learner success
- provide opportunities for the advancement of knowledge and the development of the whole person through high achievement, research and creativity
- adapt their programs to meet the ever-changing needs of society and its economy

Government must:

- set the highest possible educational and services standards for public education, and provide the necessary financial, organizational and policy supports for the provision of educational programs and services
- develop strategic partnerships to pursue common learning objectives with communities, post-secondary institutions, organizations, the private sector and other governments
- create a social and economic environment in which learning and education are valued and pursued

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Quality Schools, High Results
The K – 12 Stepping Stone

Goal

A world-class public education system that aspires to excellence and achievement at all times.

We recognize that in today's borderless world our young people must be able to compete with the best. First and foremost, this means investing more in quality learning for all students, at all stages of learning.

Quality learning means all students benefit from a well-rounded education, and learning is facilitated by teachers who have the skills, training, and resources to be able to teach what needs to be taught. It means our classrooms have the resources and the discipline to be the most effective environment for learning they can be. It means making sure our schools are focused on learning, are supported by and responsive to their communities, and are led effectively by their principals.

Quality learning also means becoming a society that recognizes the critical value of education and takes responsibility for supporting the learning of all its children from the earliest possible moment; a society that demands quality and accountability from its educational institutions; and a society that recognizes and supports the benefits of linguistic duality in our education system.

Most of all, quality learning means all students are given the opportunity to learn and excel to the best of their ability and no child is held back from learning. And it means setting high educational standards and expecting every student to strive towards reaching those standards.

In order to build a world-class public education system, we must set our sights high, and reach for levels of achievement that will be attainable only with significant commitment and effort from everyone.

Challenges

Realistically, we know there are a number of challenges to overcome to ensure our young people are able to compete with the best in the world. These include:

- delayed development of our pre-schoolers, particularly in the area of motor and social skills for our 0 to 3 year-olds and vocabulary for our 4 to 6 year-olds
- lower performance of our students in reading, mathematics and science relative to the rest of Canada
- increasing numbers of students with documented special needs
- growing evidence that, as a result of the requirements of French immersion programming, there is a higher number of students with special needs in non-immersion classrooms
- a need for better strategies to ensure students with learning difficulties are able to master subject requirements, reaching graduation with all the necessary skills
- a need for strategies that recognize our high achievers and challenge them to reach even higher
- a need for recruitment and retention strategies that ensure we have qualified administrators, and teachers in mathematics and science
- mismatches between teacher qualifications and course assignments, particularly in rural areas
- the need to ensure a measured approach in future governance and curriculum changes
- insufficient post-secondary completions by New Brunswick students, and
- a need to recognize the importance of education to the future prosperity of the province as a whole, as well as to recognize the need for all partners to act together.

Stakeholder Concerns

Immediately following the 2001 release of the *Organization for Economic Cooperation and Development* (OECD) test results of Grade 10 students – which placed New Brunswick students last in Canada on reading, mathematics and science – nine focus groups were held with education partners. These involved close to 200 parents, teachers, members of District Education Councils and Parent School Support Committees, students, district staff and educational consultants. The purpose of the discussions was to identify the concerns and priorities of the stakeholder groups in relation to improving New Brunswick's public education system. They said:

- invest in effective early childhood interventions
- make sure children master reading in the very early grades
- ensure quality teacher training
- work on fostering a culture of learning and high achievement
- communicate effectively and involve the community
- work on improving accountability for the education system
- make sure teachers are provided with adequate preparation when new curriculum, programs and services are implemented
- address classroom composition issues
- do a better job at motivating students and addressing discipline problems
- partner with others to meet fundamental student needs; not just academic needs.

Quality Schools, High Results responds to these concerns and priorities.

We have recognized the urgency for improving our education system. We know, without any doubt, that significant change is needed, and needed now.

This means defining our priorities for education, setting high standards, and doing what it takes to challenge and support each student to reach his or her own best potential.

A transformation in the quality of New Brunswick's public education system can only be brought about if all New Brunswickers commit to making marked improvements through: stronger interest; greater effort; higher expectations; and, ultimately, a firm belief in, and commitment to improving our results in education and learning.

"Back in the 1960's we needed to change the standards of education from a local to a provincial perspective. Today, our standards must match up nationally and internationally, so that our students can compete with the best in the world."

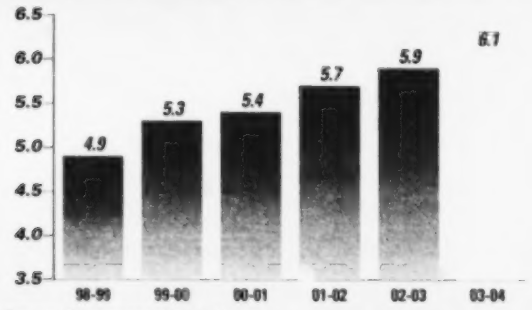
Let's Discuss Public Education Governance
N.B. Department of Education, January 2000

Actions to Date

Since 1999, the public education system in New Brunswick has been strengthened through:

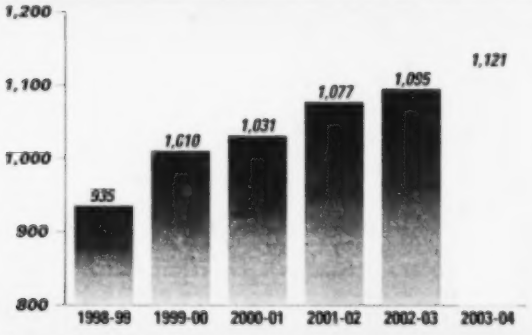
- increasing funding per student by 25%
- restoring local decision-making in public education through the establishment of locally and publicly elected DECs with real power and responsibility
- increasing education budgets to record levels of more than $1.12 billion in 2003 – 04
- educing class sizes for Grades 1 – 3
- increasing teacher salaries and improving benefits to help recruit and retain qualified teachers
- hiring more than 250 new teacher assistants
- expanding the focus on early literacy to dedicate at least the first 90 minutes of each school day to literacy
- putting $1 million more annually in a "top-up fund" to help schools purchase basic supplies
- adding 28 public health nurses to serve in schools and school districts through the *Healthy Learners* initiative
- allocating increased funding for partnering with Mi'kmaq and Maliseet communities on educational initiatives for First Nations children
- creating a new *Healthy Minds* school nutrition program
- completing the four-year, $100-million *Healthy Schools Infrastructure* initiative and investing in other education capital projects
- establishing online Spanish courses for high school students.

Cost / Funding per Student
$ Thousands



Source: Department of Education – Ordinary Account, Elementary-Secondary Education Programs

Education Investments
$ Millions



Source: Department of Finance

TARGETS

A 10-year Plan with 10-year Targets

Getting to where we all want to be – a world-class public education system that aspires to excellence and achievement at all times – will take time. Long-term targets are essential to focus our efforts and measure our progress.

Where we want to be in 10 years

We will gauge our overall success in realizing *Quality Schools, High Results* by measuring our progress toward reaching the ambitious ten-year targets set out below. In setting targets, we recognize that the public school system serves students with a wide range of abilities. We believe all students can learn; and we will work in partnership with parents, teachers and schools to support all students to reach challenging standards.

The targets reflect the full range of activity required to build a world-class public education system to ensure New Brunswick students become globally competitive and all of us are satisfied with the quality of public education that our children are receiving.

We will measure our province's progress in embracing a learning culture; in becoming a place where the value of learning and achievement is understood. We will track our progress in achieving "school-readiness" for our pre-schoolers – an indicator of the extent to which parents are engaging their children in pre-school learning. We will assess the degree to which young children are developing the critical early literacy skills that will enable them to succeed in other areas of learning. We will monitor achievement in the key areas of literacy, mathematics and science. We will measure the achievement of New Brunswick students at both the national and international levels. As well, we will track the number of high school graduates choosing and completing post-secondary education and training options.

Ultimately, our success in all of these areas will lead to achievement of the one major target we have set for ourselves: **New Brunswick will be in the top three provinces in Canada for academic achievement, high school graduation rate, and participation in post-secondary learning.**

What will this mean?

- Our children will be able to read earlier.
- Our teachers will have the skills, training and resources to be able to teach what needs to be taught.
- Our classrooms will have the resources and the discipline to be the most effective environment for learning they can be.
- Our schools will have the community support and leadership from our principals to make a difference.
- Our education system will be more responsive and more accountable to all our partners: students, parents, teachers and communities.
- All children will be given the chance to learn; and none will be held back from learning.
- Most of all, we will maximize the potential of every child so all are given the opportunity to learn and excel to the best of their ability.

We will track our progress toward achieving our targets each and every year. We will not wait for ten years to measure our collective achievement and begin to see results. Therefore, as part of the accountability objective, a new *Key Achievement Standards* report will be prepared and presented publicly each year for all of our education partners to see. This report will set out specific standards for achievement in a number of key areas, and will track progress against those standards. The first of these reports will be published in 2004.

TARGETS	INDICATES
Developing a Learning Culture Ninety percent of parents demonstrate that they actively support their child's learning.	NBers are committed to education and achievement.
School Readiness All NB children will enter kindergarten "school-ready" as demonstrated through specific measures of their health, social, language and other critical learning skills.	NB parents are placing a greater emphasis on pre-school learning and development.
Early Literacy All NB students will leave Grade 2 with an ability to read – 90% will read at grade-level, and 20% of these students will read at a superior level.	NB students are developing, early in life, the literacy skills necessary for school success.
Academic Achievement NB students will perform well on provincial assessments of language, mathematics and science – 85% will achieve or exceed acceptable levels while our graduation rate remains among the top three in Canada.	NB students are consistently mastering the provincial curriculum.
Second Language Proficiency Seventy percent of all high school graduates, English and French, will be able to function effectively when speaking their second official language.	NB students are graduating with increasing second language proficiency, benefiting from the opportunity provided by NB's status as Canada's only officially bilingual province.
Successful Transitions to Post-Secondary NB's post-secondary participation rates will be among the top three in Canada, and an increasing proportion will obtain a post-secondary credential.	NB students are choosing and successfully completing post-secondary studies.
Global Competitiveness NB will rank among the top three provinces on national and international assessments in reading, mathematics and science.	NB students are achieving at increasingly high levels – on par with the best in Canada – such that they are competitive, academically, with students around the world.

OBJECTIVES

Quality Schools, High Results will help build a world-class public education system for New Brunswick, by focusing on the following five key objectives:

I. Ensure students achieve at the highest standards of excellence.

II. Develop the whole child.

III. Promote strong, successful schools within involved communities.

IV. Support successful transitions to further learning and training.

V. Ensure accountability throughout our education system.

These objectives form the basis of the *Quality Learning Agenda* for K – 12. Together, they comprise what is needed most to form a long-term comprehensive and strategic plan to achieve "Quality Schools, High Results". Each objective is, in turn, supported by a range of specific action priorities; the initial action priorities are set out in this document. Tracking success throughout the education system will be accomplished by setting targets and specific progress indicators for each objective to measure our performance for all education partners to see.

Our aim is to make progress each year to achieve our objectives. As we make progress over the ten-year span of the *Quality Learning Agenda* and needs evolve, the action plans described will be complemented by further strategic initiatives developed in partnership with our stakeholders.

The five objectives of *Quality Schools, High Results* will lead all efforts of the public education system in New Brunswick for the next ten years. The Province will support these through the allocation of financial and other resources. The Minister of Education, under the authority of the *Education Act,* will ensure all instructional programs and services meet student needs and support the high standards set out in this document.

Shared Objectives – Unique Solutions: The Linguistic Duality of New Brunswick's Public Education System

Flowing from the *Canadian Charter of Rights and Freedoms,* New Brunswick's *Official Languages Act* and an *Act Recognizing the Equality of the Two Official Linguistic Communities in New Brunswick,* the *Education Act* enshrines the concept of linguistic duality in New Brunswick's public education system. This remains a key value of the *Quality Learning Agenda.* It will guide our approach to the actions we take in implementing the QLA. The action plans for each of the five key objectives will be elaborated and supported within the unique linguistic duality around which the Department of Education and the schools and school districts are organized. This will mean viable, effective, and unique solutions achieved in the manner that is most appropriate for each of the two linguistic sectors.

School districts within each linguistic sector, governed by their District Education Councils, will give life to the action plans. They will make local decisions about the most effective use of resources and will ensure interventions are targeted to address local needs towards achieving the five objectives of *Quality Schools, High Results.*

Shared Objectives – Empowered Parents and Communities: The Role of District Education Councils

The public education governance structure in New Brunswick has undergone major changes in the past decade. In 1996, school boards were dissolved and replaced with parental advisory bodies. In 2001, there was a return to public and community governance through publicly and locally elected bodies. DECs were created to give parents and communities a voice in education decision-making within provincial parameters. DECs are responsible for establishing the direction and priorities for their school district and for operating schools, and are ultimately accountable to the community for the performance of the schools and for meeting provincial standards.

The *Quality Learning Agenda* will be implemented in full cooperation with DECs, district staff, parents, teachers and community associations to ensure local community and parental input into the process.

OBJECTIVE I. ENSURE STUDENTS ACHIEVE AT THE HIGHEST STANDARDS OF EXCELLENCE

Achievement and excellence are at the heart of a quality public education system. We will work with students, parents, teachers, our schools, school districts and District Education Councils to raise student achievement based on the highest possible standards of excellence. A key focus will be on achieving the highest standards in the basics of reading, writing, mathematics and science.

What we will do

Emphasize pre-school learning

The importance of ensuring our young children start school well-prepared cannot be overstated. Brain research points to a brief window of extraordinary learning opportunity in early childhood. Success at this stage can mean learning success throughout life. We will work in partnership with communities and agencies to assist parents in ensuring their children are well-prepared to learn by the time they start school. We will do this by focusing first on early language development to help build the foundations of literacy and learning. Within ten years, all New Brunswick children will enter kindergarten with an acceptable or advanced level of vocabulary. Specific actions we will take include:

- Within one year, clear standards for appropriate pre-school development will be communicated to parents and caregivers, and to public health nurses and social workers as appropriate, in partnership with Family and Community Services (FCS) and the Department of Health and Wellness (DHW).
- Within one year, practical, evidence-based information will be developed in partnership with FCS and DHW, and provided to parents, caregivers and professionals working with children, to communicate best practices for early intervention with children with exceptionalities.

- Within one year, two pilot projects will be developed jointly with FCS and DHW to improve the school-readiness of pre-schoolers. These will target children who are identified as having barriers to successful transition into kindergarten, including children of "les ayants droit" (i.e., parents with *Charter* rights to an education in French for their children). They will operate through building on existing community strengths, and will provide up-to-date information and practical skills to parents. The results will be used to design "transition to school" programs in all districts.

- Within two years, every school district will have transition to school programs to provide children and parents with opportunities to become familiar with their school and its staff; to become aware of programs and resources offered by the school and the community; and to be provided with information on "school readiness" competencies and strategies they can use to prepare for, and succeed in school. These programs will also enable school personnel to prepare appropriately for students who will require particular services on kindergarten entry and beyond.
- Within three years, all school districts will conduct school-readiness screening, in collaboration with FCS and DHW, to assess the developmental abilities of children related to learning and school success.

Target early literacy

Reading is the basic foundation for further learning. Students who cannot read are disadvantaged in their overall learning, and at risk for eventually dropping out of school. We will do everything possible to ensure all children can read at an appropriate level by the end of Grade 2. For this reason, we are introducing a comprehensive new early literacy program, aimed at K – 2 and followed with further initiatives which will be developed for Grades 3 – 12. All children who need an individual intervention program during Grade 3 to help them at that time will be given one. Specific actions we will take include:

- Within one year, clear standards for Grade 2 literacy achievement in reading and writing, will be communicated to teachers, parents and students.
- Within one year, procedures will be in place to ensure that, by January of their kindergarten year, students requiring reading intervention will be identified by their teachers.
- Within one year, a new reading assessment will be developed to be administered to students at the end of Grade 2.
- Within two years, all students who do not meet the Grade 2 literacy standards will have an intervention program designed to address the needs of the individual student.
- New teaching positions will be added over the next four years in support of this new early literacy program.
- Within one year, all public school students will be issued a public library card, and their parents will be provided with information about the resources, services and programs available at their public library.

- Within three years, all elementary teachers will have received specialized training to teach reading. This will include online professional development opportunities.
- Within four years, all New Brunswick teacher training institutions, in cooperation with the Atlantic Provinces Education Foundation (APEF), will provide new teachers with the strategies needed to bring their students to the provincial literacy standards.
- Within four years, students across the province will have access to literacy enhancement and tutoring programs, as a result of a collaborative effort involving local public libraries, school districts and the Department of Education.
- Many families with a francophone heritage are making the choice to reclaim their language for their children. Students whose parents are "ayants droit", and need to improve their linguistic skills to enable them to master French and participate fully in their classrooms and in the francophone culture, will be supported through additional programming.

Focus on mathematics and science

To complement the emphasis on literacy, new focus will be given to mathematics and science. This will ensure young New Brunswickers have world-class competencies in these vital fields. We will develop strategies to increase the percentage of teachers teaching in their area of training and to increase the number of qualified mathematics and science specialists. This will help address shortages in some areas of the province. Initial teacher training and professional development opportunities will be examined under *Quality Schools, High Results*. In October 2001, a francophone sector ad hoc committee, mandated by the Minister of Education to study student performance in science, recommended a number of improvements. Work on several initiatives has already begun. The anglophone sector is continuing to work in collaboration with the other Atlantic provinces to develop enhanced curriculum in a number of areas, including mathematics and science. A regional committee is working to address the Atlantic region's shared problem of low student performance on national and international mathematics and science assessments. Specific actions we will take include:

- Within one year, learning outcomes in mathematics and science will be communicated to teachers, parents and students.
- Within two years, professional development strategies to improve mathematics and science teaching will be in place.

- Within two years, school districts will begin to focus their recruiting efforts on hiring mathematics and science specialists.
- Within three years, all school districts will be encouraged to hold mathematics and science fairs as part of their overall learning approach.

Provide more enrichment opportunities

We will expand enrichment opportunities for all students and provide additional challenges to support high achieving students. We will do so through programming flexibility and interactive use of technologies. We will cultivate partnerships to provide a greater number of enriching co-curricular and extra-curricular opportunities. Schools will facilitate the exchange of ideas and culture, enable student participation in real-life projects using real-life skills and state-of-the art resources, and will promote the pursuit of individual interests to the extent possible. We will continue to support La Semaine provinciale de la fierté française/Provincial French Pride Week, to foster pride in the French language and culture among New Brunswick's francophone students. Distance learning programs will continue to be expanded. This will permit increased scheduling flexibility and provide *anywhere, anytime* access to specialty courses with small enrolments that schools could not otherwise offer, as well as access to experts and master teachers. Specific actions to be taken will include:

- Within three years, all school districts will be encouraged to hold heritage fairs, in conjunction with annual Heritage Week, as part of their overall learning approach (Culture and Sport Secretariat).
- Within three years, all schools will offer programming to meet the individual needs of gifted/talented students. This will include the use of information and communications technology to enhance the traditional public school program.

Ensure a disciplined, positive school environment

This is essential in order for teachers to teach and students to learn. Classroom discipline is a basic ingredient to ensure successful learning outcomes. Research indicates that many risk factors affecting students can be overcome by providing students with a place where they feel they will be supported, listened to, guided and encouraged. Over the past three years, schools have begun to implement the *Positive Learning Environment Policy*. This will continue. Specific actions we will take include:

- Monitoring and feedback processes will be implemented to ensure the success of the positive learning environment initiatives leading to demonstrable improvement in the school environment.

- Continuing to equip teachers and administrators with current research findings on classroom management, professional development and policy support to empower them to manage disruptive behaviour.

Expand the use of technologies in the classroom to support learning

Competence in the use of information and communications technologies has become a significant factor in employability and an essential tool for pursuing learning. We will further equip our schools with state-of-the-art technologies that are fully integrated into the curriculum, and that will be used to help students master the priority learning outcomes required for continued learning success. E-learning will be expanded as a way to deliver teacher professional development – operating more efficiently and increasing flexibility for teachers who want to access these opportunities. Specific actions we will take include:

- By the end of this year, broadband technology will be installed in all New Brunswick schools and Access Centers located in schools to facilitate high speed Internet connectivity. Using this technology, we will continue to expand the range of online programs offered.
- Within two years, the Department of Education will develop and maintain an online database of teaching resources, available to teachers and students, to supplement traditional learning aids and activities.
- Within three years, we will have expanded our distance education offerings to 60 high school courses with additional high school courses developed as needs are identified. This will help ensure students in small schools have access to a broader range of courses.
- Within three years, we will establish a pilot project in selected school districts to assess the benefits of giving students and teachers dedicated access to personal computers, to support learning and integration of technology.

Address issues associated with classroom composition

This will help ensure that while all children can learn and will be given the opportunity to learn, none should be held back from learning. There is a demonstrated need for greater flexibility to teach students with very different learning styles and learning capacities. This is particularly evident in classrooms with greater numbers of students with special needs. Inclusion, as a means of providing quality public education to all children, is guaranteed by the *Canadian Charter of Rights and Freedoms* and the *Education Act*. It will continue to be respected. Class sizes in the critical early grades have already been reduced, helping to create a more positive learning environment for students and teachers. The learning environment will be strengthened for all students as we focus on early literacy, add new teachers, and improve the content and delivery of first and second language programming. Over the mandate of *Quality Schools, High Results*, we will continue to develop strategies for ensuring greater flexibility in teaching to address individual learning and classroom needs. Specific actions we will take include:

- Maintaining the policy of providing regular classroom settings for the inclusion of all students to the fullest extent possible, while pursuing other flexible learning options as necessary to ensure the educational needs of all students are met.
- Providing school districts with professional development and guidance to further explore the use of various flexible scheduling models. This could include: co-teaching, multi-age classes, and block scheduling (a block of time is reserved where students and educators are re-grouped to work on particular skills/projects regardless of grade). The latter model is based on students leaving the regular classroom for specific interventions for some period of time. This could be a half-hour remedial or enhancement activity, a half-day, several days a week, or even full attendance in an alternate setting for a period of time.
- Maintaining reduced class sizes in the early grades and lowering class sizes strategically, when and where appropriate.

Set ambitious achievement standards

By setting ambitious standards that challenge students and reflect the outcomes we want for our children, we will lay the foundation for a results-based and accountable education system. Achievement standards, especially in the areas of literacy, mathematics and science, will be set and monitored via provincial, national and international testing. In addition, teams of educators will be established to review existing curriculum outcomes and performance standards in key subject areas and at various grade levels. Performance against these standards, as set out in the new *Key Achievement Standards* report and elsewhere, will be monitored and districts will develop practical improvement strategies based on the data-driven feedback. Specific actions are described throughout this document.

What we will be tracking: Examples of progress indicators

- Size of a child's vocabulary on entering kindergarten
- Perceived importance of early literacy activities
- Prevalence of parents reading to pre-school children
- Reading achievement
- Mathematics achievement
- Science achievement
- High school graduation rate
- Prevalence of reported discipline problems
- Prevalence of positive learning environment plans
- Student perceptions of safety and sense of belonging
- Level of proficiency in use of technology
- Uptake of e-learning opportunities
- Student participation in enrichment opportunities

OBJECTIVE II. DEVELOP THE WHOLE CHILD

Our education system will strive to develop the whole child, to provide each with the opportunity to learn to his or her best potential. At the same time we must recognize that some children have particular challenges to overcome which require a range of learning opportunities. We must both challenge and motivate our children to experience all life has to offer and to become responsible citizens. Music, art, languages and physical education open new doors of possibilities and opportunity for students.

What we will do

Provide a well-rounded curriculum

Our education system must teach more than just the basics. We need a curriculum that fosters students' personal development and provides the core knowledge, understanding and skills required for becoming adaptive, innovative, socially responsible members of society. We also need a curriculum that will position students well for future participation in the career and recreational pursuits of their choosing. This will include a renewed emphasis on art, music, health and physical education. It also includes options for students to pursue technical-vocational studies. We will pursue new opportunities to apply technology within arts and music programs. We will continue to develop teacher expertise in integrating knowledge and skills from a number of curricular areas, such as applying the study of arts to support work in language arts and social studies. We will continue to support student health and well-being by providing students with an understanding of the principles of healthy living including physical, emotional, psychological and social health and the recognition that increased physical activity leads to better academic performance. Specific actions we will take include:

- Beginning in 2004 – 05, school districts will be given the flexibility to hire a portion of new teachers allocated under the early literacy initiative to meet a broader range of educational needs such as art, music and physical education, while continuing to improve students' literacy skills.
- Within three years, 100% of schools will be participating in the School Communities in ACTION initiative to increase physical activity in schools.
- We will ensure students have knowledge relating to healthy eating, physical education and activity, and that physical safety and disease prevention are addressed within the curriculum and are modelled in our schools.

- We will continue to expand opportunities for students to pursue technical-vocational studies through approved locally developed courses and partnerships with other education and training institutions.

Provide quality language programs

We will capitalize on our status as Canada's only officially bilingual province to provide our young people with effective second language competence and proficiency in English and French. We will use this foundation as a springboard for learning additional languages as we are doing right now with Spanish. The new online Spanish course has already been attracting increasing numbers of students in anglophone and francophone schools alike.

French immersion programming will remain a strong, viable program option for anglophone students. The basic second language programs for anglophone and francophone students will also be enhanced to improve success. An intensive program is currently being piloted and tested in Grade 5 in four anglophone districts to improve the French second language capability of students in the English program. To ensure we meet our commitment to providing every young New Brunswicker with the advantages resulting from second language mastery, new provincial targets for second and third language oral proficiency are being set. Specific actions we will take include:

- Within ten years, 70% of all high school graduates, English and French, will be able to function effectively when speaking their second official language.
- Within the next 10 years, New Brunswick's third language options will draw a participation of 10% of high school students, the majority of whom will master their third language with a basic level of oral proficiency or better.
- We will pursue funding opportunities with the federal government through the new *Action Plan for Official Languages* to help us implement a "transition to kindergarten" program for "les ayants droit" and to address other language issues related to education.

Challenge and support students with a range of particular needs

Equitable educational opportunity for everyone is essential to ensure every child can achieve and excel to the best of his or her ability. We will continue our research to identify needs, successes, and service and programming gaps. Based on this, we will develop targeted strategies to improve the individual achievement of children with particular needs. This includes gifted students and high achievers; the less than 20% who currently require additional support to experience success; and the less than 3% of students who will not be able to meet the outcomes of the prescribed provincial curriculum. This also includes students who are at risk of dropping out of school for a number of personal, social and education-related reasons; and identified student groups whose needs are currently not as well met by the public education system as they should be, and whose academic performance demonstrates they are not achieving at their best capacity. A particular focus will be placed on boys and First Nations students.

We will define and communicate programming and service standards for students who require additional supports. This will help ensure the result is positive for all students, while supporting exceptional students to meet challenging learning outcomes. In consultation with parents and appropriate stakeholders, we will develop guidelines to achieve greater effectiveness, consistency and uniformity of special education plans. This will include more effective planning, teaching and assessment strategies. We will also identify areas in which gaps in expectations exist so that we can approach services, programming and communication around special needs in a more effective way.

Most importantly, the sum of the achievements we will see as a result of *Quality Schools, High Results* will lead to fundamental changes. Our focus on early literacy, pre-school learning, teacher skills, positive learning environments, integrated technologies and programming flexibility will help reduce the number of students who have learning difficulties. It will also enable the education system to do a better job of educating so all students can learn and none is held back from learning. Specific actions we will take include:

- Beginning in the 2003 – 04 school year, we will work with districts on strategies and targets to improve the literacy achievement level of boys.
- Beginning in the 2003 – 04 school year, we will work with districts on strategies and targets to improve the achievement level of First Nations students.

- Over the next two years, we will re-examine the effectiveness of professional support services provided to the school population, which a number of students require in order to be able to focus on learning. Specifically, we will develop a government-wide plan involving FCS and DHW to ensure sufficient non-teaching professionals are also available to support learning-focused classrooms and individual achievement.
- Within three years, new provincial certification standards will be developed for resource and methods teachers.
- Within four years, all New Brunswick teacher training institutions will provide new teachers with the knowledge, skills and competencies required to successfully teach students with diverse learning needs within their classrooms.

What we will be tracking: Examples of progress indicators

- Proficiency in second official language
- Percentage of students with exposure to and proficiency in third language learning
- Years required for completing public school
- Appropriateness of special education plans and the outcomes for students with special needs
- Rate of participation in exercise and physical activity
- Attitudes and awareness regarding healthy living
- Graduation rate for boys and First Nations students
- Rate of participation in cultural activities, such as music and art

OBJECTIVE III. PROMOTE STRONG, SUCCESSFUL SCHOOLS WITHIN INVOLVED COMMUNITIES

Strong, successful schools focused on learning and achievement are essential in order for students to learn and teachers to teach. Leadership by principals and vice-principals is key to providing a healthy, positive and challenging school environment. Quality learning needs quality teachers, supported and trained to do the job they do best. Involved communities, beginning with parents and District Education Councils, can ensure a positive learning environment for students within their own community.

What we will do

Promote quality teaching

Quality Schools, High Results starts with quality teaching. New Brunswick teachers are among the most qualified in the country. Ongoing efforts and supports are needed to provide the best classroom support and learning outcomes for students. We must secure quality initial teacher training, provide for ongoing professional development, attract and retain top-notch school personnel in all areas of the province and all subject areas, ensure teacher qualifications and teaching assignments are appropriately matched, and support a culture of teacher professionalism. Through teachers taking an active role in their own professional development and by working closely with teachers we can accomplish these goals. Specific actions we will take include:

- Teachers will be provided with an additional 2 days of in-service training per year on curriculum.
- Beginning in 2005, all New Brunswick educators will have increased access to professional development in a number of areas through online training.
- We will ensure all New Brunswick teachers receive adequate training, corresponding to the subject areas they teach.

Ensure strong school leadership

While principals must be good administrators, they are also the head teachers in their schools. As such, their most important role is to provide strong leadership in instruction, inspiring and motivating teachers and advancing learning in their school communities. Good teaching thrives in schools with strong leadership. School principals and vice-principals will be supported to become agents of change – instructional leaders who can foster best planning, teaching and assessment practices because they themselves will be current on the most recent advances in pedagogy. School principals and vice-principals will be provided with the knowledge and skills to create schools which are learning centres within their communities. This means advancing learning in their schools through collaboration and the exchange of ideas and best practices. We will assist school districts to groom individuals to become such instructional leaders. Specific actions we will take include:

- Within the 2003 – 04 school year, we will examine New Brunswick principal certification requirements to be sure our principals and vice-principals are well-equipped to provide strong school leadership, focused on instruction, that meets the needs of today's schools and the diversity of students who attend them.
- Within two years, we will develop a plan, in collaboration with school districts, to address the need for training of principals and vice-principals tailored to local needs.

Ensure safe, healthy learning and working environments

In order to ensure healthy, safe and secure learning and working environments, we will continue our ongoing efforts towards improvements in facilities planning and bus safety, and in addressing the diverse needs of students. We will build on the benefits of the programs that are in place to address the societal issues that impact our students. Specific actions we will take include:

- We will continue to monitor our schools to ensure we have "healthy" school buildings, safe playgrounds and adequate safety and crisis response planning.
- We will continue the Healthy Learners Program, which uses the expertise of public health nurses to work within schools, to engage communities, and to address issues such as smoking, physical activity and nutrition.

- We will continue to support the plans of all districts to make New Brunswick schools tobacco-free as soon as possible.
- We will continue to support learning through the Healthy Minds Program, which provides nutritious breakfasts, snacks and hot lunches to children who arrive at school hungry.
- We will continue to ensure healthy and safe environments in our schools through our Healthy Schools infrastructure program.

Maximize school time for learning

First and foremost, schools are learning centres. Instructional time is at a premium. Therefore, every effort will be made to make the best possible use of school time and to define the scope of what schools should and should not be taking on. Specific actions we will take include:

- We will continue to assess the impact of the length of our school day and school year on student learning and, working with the DECs, we will ensure student time in school is focused on learning.
- We will ensure the length of New Brunswick's school year remains comparable to the other provinces. Currently, the length of New Brunswick's school year approaches the national average.
- We will work with DECs to ensure all schools provide the full amount of instructional time allowable each day.

Raise awareness of the benefits of education and lifelong learning

Parent and community involvement in public education will never reach the level needed to ensure successful schools and successful students until New Brunswickers become fully convinced of the value of education and committed to becoming partners in supporting learning. Specific actions we will take include:

- In 2003 – 04, a new, targeted awareness initiative, *Learning Counts,* will be launched. This campaign will raise the awareness of New Brunswickers on the importance of learning and the role of parents in supporting their children's education. It will be delivered through a partnership among various government departments, stakeholder groups and the private sector. Primarily aimed at parents, it will also target learners themselves and will focus on learning at all levels, including post-secondary.

Explore the potential for more community-based learning

School facilities offer significant opportunities to satisfy not only the unmet learning needs of students, but also the social and recreational needs of the entire community. Presently, school districts provide access to school facilities for the public in accordance with the *Community Use of Schools Policy*. There are joint use agreements in place with municipalities, creating schools as venues for sports, social and cultural activities. In some areas, classrooms are also used for such things as daycare centres, technology sites, senior activity areas and meeting rooms for service groups. However, from the last bell of the school day, to the first bell of the next day – 16 hours – one of the community's largest capital investments often sits vacant. We also know that in New Brunswick, our school-aged population is decreasing, leaving more and more classroom space empty. Specific actions we will take include:

- We will work with DECs to explore the possibility of expanding the community use of schools, marshalling government and local resources to meet local needs.

What we will be tracking: Examples of progress indicators

- Match between training and teaching assignments
- Perceptions of effective school leadership
- Teacher and administrator professional development
- Length of the school day and number of instructional days missed due to weather and other circumstances, by district and by school
- Parent attitudes regarding school's efforts to involve parents
- Communities working towards school improvement
- Parents' perceptions of the value of education

OBJECTIVE IV. SUPPORT SUCCESSFUL TRANSITIONS TO FURTHER LEARNING AND TRAINING

Lifelong learning requires a successful transition to post-secondary education and skills training. Completing high school with a strong academic base, provided by a high achieving K – 12 public education system, is the first step in this transition. Guidance and career counselling programs and services, co-op and work study programs, and collaboration with post-secondary institutions and the private sector are all essential ingredients in helping students make a successful transition to further learning.

What we will do

Improve student preparation and supports for successful transitions among school, post-secondary study and work

Post-secondary education is more and more essential for good, long-term job opportunities in today's globalized economy. We need to ensure that students graduating from high school are motivated to pursue learning at all stages of their lives and careers. A recent federal report found that by 2004 only 6% of new jobs will be held by those who have not finished high school. The report also concludes that by next year, more than 70% of all new jobs created in Canada will require some form of post-secondary education and 25% will require a university degree. The basis for a skilled, innovative and adaptable workforce and resourceful, self-reliant individuals in today's world, lies in our ability to equip individuals to move with ease among learning and work situations. This includes the development of good study habits and workplace competencies. We will identify barriers to successful transitions for our students and will implement strategies for improving transitions. These will be based on research findings and will be developed in collaboration with other departments, the federal government and the private sector. Specific actions we will take include:

- Beginning in 2003, New Brunswick will participate in a series of national pilot projects funded by the Canada Millennium Scholarship Foundation. These pilot projects will be targeted to particular youth populations, and will field-test effective interventions and strategies for assisting high school students and their parents with transition preparation and post-secondary and career planning.

- In 2004, we will complete a comprehensive research program that will explore the attitudes of New Brunswickers towards career and post-secondary studies planning, and identify gaps in knowledge about career and post-secondary studies options. It will also help us introduce more effective ways of providing information to high school students, their parents, and school and guidance staff. Components will include recently completed studies on early interventions and the effectiveness of guidance and counselling programs and services, a census questionnaire of Grade 6 – 12 students, and a survey of adult New Brunswickers.
- Within three years, we will have expanded our distance education offerings to 60 high school courses with additional high school courses developed as needs are identified. This will assist students in all areas of the province to take the specific courses that will help them to be admitted to the post-secondary education program of their choice.
- Within four years, programs will be developed to provide teachers with practical, workplace-based professional development opportunities to gain insight into specific career areas. This will give them a better understanding of the skills required in the workplace and the necessary post-secondary preparation.

Increase opportunities for students to participate in co-op and work-study programs

Working with the public, private and not-for-profit sectors, we will continue to expand programs that foster career awareness, exploration, decision-making, and workplace skill development. Current workplace-based programs will be restructured to create a better link with transition programming for students, taking into account the full range of student abilities. School districts will be provided with materials to assist them to better support skills learning and career pathway identification that meets local needs. We will work with the New Brunswick Community College system to develop agreements that will permit experience and skills acquired by high school students to be recognized for credit in the NBCCs. Specific actions to be taken will include:

- Continue the $10 million annual Job Start program with its co-op components, to provide greater work opportunities for young New Brunswickers through the Department of Training and Employment Development.

- Within three years, all high schools will provide practical, work-based learning opportunities to students.
- Implement a strategy to raise awareness among K – 12 students of apprenticeship opportunities in trades and technologies through the Department of Training and Employment Development.

Provide quality guidance and career counselling

A strengthened guidance and career counselling approach will assist students and their parents to make the best choices for a better future. Opportunities will be incorporated into the curriculum for student personal development and the development of life skills, communication and other workplace competencies. There will be greater use of individual career and educational portfolios. This will assist students to explore their goals, document their accomplishments, and prepare for post-secondary entrance or job competition requirements. We will also identify, develop and use more relevant and current career, labour market and post-secondary studies information delivery systems. We will focus on professional development for teachers and guidance counsellors to provide them with current knowledge about post-secondary options and career-related resources for students. Specific actions we will take include:

- During 2003 – 04, we will implement a series of initiatives designed to improve guidance programs and services, including the delivery of information on careers, post-secondary education and student financial assistance to high school students, parents and school and guidance staff.
- Within four years, all guidance counsellors will meet new provincial certification standards.

Collaborate with post-secondary institutions and the private sector

This will help to ensure a good fit between student skills and goals, and what will be required of them when they leave school. We will ensure that our curriculum is teaching and reinforcing the fundamental skills and competencies necessary for successful career development. We are also working in partnership with post-secondary institutions to eliminate any gaps that may exist between the education students receive in their final years of high school and the demands placed on them in the first year of post-secondary studies. We will develop a strategy to give employers, occupational and professional associations, and post-secondary institutions access to students through career fairs and other information sessions. Specific actions to be taken will include:

- Develop and implement a new governance structure for the New Brunswick community college network to ensure it is more relevant, responsive and cost-effective in providing post-secondary learning opportunities for New Brunswick students (Department of Training and Employment Development).
- Stage "Explore My Future" career awareness expositions in various locations throughout the province. These fairs will provide young people with information on career options, through sessions given by personnel from leading industries and from professional and technical associations (Department of Training and Employment Development in cooperation with the Department of Education).

What we will be tracking: Examples of progress indicators

- Percentage of students intending to pursue post-secondary studies
- Student perceptions of their preparedness for post-secondary studies
- Rate of completion of first year of post-secondary studies

OBJECTIVE V. ENSURE ACCOUNTABILITY THROUGHOUT OUR EDUCATION SYSTEM

An accountable education system based on high achievement standards and expectations is essential to achieve our goal of a world-class public education system, focused on excellence and achievement at all times. Students, parents, educators and communities all need to know how well we are performing in meeting the high standards we set. Shared information on results from provincial, national and international testing, along with provincial performance indicators, will help pinpoint needed improvement areas.

What we will do

Develop a comprehensive K – 12 accountability framework

This new K – 12 accountability framework will help us see the progress we are making in meeting our goals for student and system performance. Specific standards and accountability measures will be developed with our education partners to ensure we are all steering in the right direction for our children. The framework will: set out provincial achievement and service standards; identify measures and monitoring mechanisms; provide processes for feedback and improvement; and ensure that New Brunswickers are informed of our progress.

Publish an annual *Key Achievement Standards* report

This new report will share information regarding our education system's performance with all our education partners. It will set out meaningful, quantifiable standards that align with QLA objectives and speak to the overall performance of the system. Examples of standards include: reading, mathematics and science achievement, graduation rate, pace of public school progression, international achievement results and public satisfaction. The specific standards will also include some of the progress indicators found in this document under the title "What we will be tracking". By focusing specifically on those areas that signal movement towards a world-class public education system and measuring and reporting our actual performance relative to those standards, this report will provide the key information upon which further discussion and action can be based. This new *Key Achievement Standards* report will provide an annual report card to parents, DECs, educators and students, on the educational progress we are making together.

Improve school performance review

As part of building strong schools, there will be on-going review and improvement of school performance through the improvement planning cycle of the accountability framework. Each school will undergo a thorough, multi-step performance review every three to five years during which parents, students and school staff will be asked to contribute their thoughts and ideas about the school. This process will help to identify areas of relative strength and weakness. Information from the reviews will be analyzed, and the analysis provided to districts and DECs to use in the development of school improvement strategies. Drawing on successful experiences from around the province, specific school improvement strategies will be developed to build on strengths and address any areas that may require improvement.

What we will be tracking: Examples of progress indicators

- Performance of schools and school districts compared to provincial standards
- Public and parent satisfaction with information received regarding education
- Public attitudes regarding quality of New Brunswick education
- Public perceptions of improvement in New Brunswick education
- Parent participation in the school improvement planning process

Conclusion — An Invitation for Partnership

In offering to New Brunswickers our goal of a world-class public education system that aspires to excellence and achievement at all times, we are extending an invitation for partnership.

But this is not an invitation for tomorrow. We must begin today.

...And tomorrow? Tomorrow we will already be part way there. We will...

ensure students achieve at the highest standards of excellence, by

- providing our children with learning-rich environments from the earliest moment
- focusing on early literacy as the foundation of lifelong learning success
- providing every student with world-class educational opportunities, and consistently challenging and supporting him or her in meeting learning expectations and becoming a responsible member of New Brunswick and Canadian society
- ensuring the focus of every classroom and every school is on learning and achievement with quality teaching and disciplined classrooms
- developing an accountability framework for all to see, since improvement depends on setting challenging standards, monitoring how we are doing and making the changes needed based on the right data

develop the whole child, by

- providing a well-rounded curriculum and enriching, motivating educational experiences
- addressing the range of diverse student needs with well-implemented, individually focused and evidence-based strategies
- ensuring every person in New Brunswick's public schools has the opportunity to learn and work in an environment where he or she is safe, respected and valued

promote strong, successful schools within involved communities, by

- ensuring every student is in a school where the focus is always on learning and achievement
- making certain every school is guided by competent, caring and dedicated teachers and administrators who benefit from quality training, appropriate specialized knowledge, ongoing professional development opportunities, and access to current education-related research findings
- promoting the value of our public education system as our vehicle to personal, economic, and social success
- promoting the role of communities in helping support our schools

support successful transitions to further learning and training, by

- preparing students to move easily from public school to lifelong learning, post-secondary study and work

ensure accountability throughout our education system, by

- providing parents, education stakeholders and the public with the information they need on New Brunswick's public education system
- partnering with students, parents and other education stakeholders to ensure our public education system is successfully preparing our young people for the evolving challenges they will face and, ultimately,
- celebrating New Brunswick's progressive successes on the national and international stage.